



**LEAD &  
SERVE**



# STUDENT TEACHER HANDBOOK 2010-2011

OFFICE OF PROFESSIONAL EDUCATION

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COLLEGE *of* EDUCATION

# **NC State University Student Teacher Handbook**

**2010-2011**

**Office of Professional  
Education**

**<http://ced.ncsu.edu/profed/>**



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# ***1.0 Introduction***

**T**he College of Education at NC State University is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. To achieve these goals teacher education programs at NC State University focus on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of content. This combination results in teacher candidates who are mature, professional educational leaders who pursue general, content specific and professional knowledge for the purpose of transforming individuals and organizations in the educational context.

The College of Education is NC State University's unit responsible for the preparation of professional educators. The College of Education works in collaboration with both the College of Agriculture and Life Sciences and the College of Humanities and Social Sciences to deliver teacher education programs. The three colleges work in conjunction to offer the following undergraduate and graduate teacher education programs:

## **COLLEGE OF AGRICULTURE AND LIFE SCIENCES**

- Agricultural Education, 7-12

## **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**

- English Education, 9-12
- Foreign Language Education, K-12 (French, Spanish)
- Social Studies Education, 9-12
- Add-on: ESL

## **COLLEGE OF EDUCATION**

- Business Education, 7-12
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The programs in teacher education represent the cooperative planning of the College of Education, other colleges and departments in the University, and public school personnel to help the student develop the competencies needed by a beginning teacher. A student who completes a program in teacher education at North Carolina State University should be able to teach effectively and should possess the personal qualities which will make him or her an outstanding teacher. Our programs are approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI).



## ***1.1 Academic Competence***

The percent of total hours in these competencies fall within the following ranges:

### **General Education (34-48%)**

Includes study in communications, the humanities, social sciences, physical sciences, and mathematics.

### **Professional Education (21-31%)**

Includes early field experiences, study in psychology, the role of schools in America, and methods and materials for teaching.

### **The Teaching Field (26-38%)**

Includes content courses and other planned experiences in the chosen teaching field. Requirements differ and are indicated in the description of programs for each teaching field.

The quality of K-12 education is related directly to the qualifications of teachers. Some teachers are more effective than others in their work with young people. Yet, no single criterion or set of academic qualifications has predicted reliably whether an undergraduate in teacher education will be a success or a failure as a teacher. The wisdom of practice has identified some factors conducive to successful teaching, such as academic ability and achievement, physical and mental health, attitudes, social skills, and a genuine interest in working with children and youth. These factors will be identified and evaluated in each teacher candidate to the extent possible during the process of teacher preparation, which includes student teaching under the guidance of a mentor teacher.

This handbook is designed to be a practical tool for student teachers, for cooperating teachers, and for University faculty and supervisors. It is the product of much work and careful consideration by the Professional Education Committee of the College of Education.

On behalf of the faculty at North Carolina State University, we wish you, the teacher education team—student, cooperating teacher, and university supervisor—the very best as you work together toward mutual growth in teacher preparation.

Sincerely,



Dr. Michael J. Maher, Director  
Professional Education



Dr. M. Jayne Fleener, Dean  
College of Education

## 2.0 *Conceptual Framework for Developing Professional Educators*

A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another.

The conceptual framework provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment and evaluation. It makes the unit's professional commitments and professional dispositions explicit. In 2004, the College of Education approved a new conceptual framework for its Professional Educator Preparation Programs: **LEAD & SERVE**. The Lead & Serve framework is composed of 9 elements which identify and describe the College of Education's commitment to preparing professional educators.

**LEAD** elements of **LEAD/SERVE** focus on the four forms of knowledge: general pedagogy, content-specific pedagogical strategies, content or discipline knowledge and knowledge of the context of education, including foundations, historical perspectives and school settings. Programs preparing professional educators at NC State are based on several forms of knowledge that interact with one another in practice. In the *declarative* form of knowledge, candidates acquire information and understanding. It is the “what” of the knowledge base for all programs. Also, candidates develop skill in appropriate applications of the “what” in professional practice. This is the “how” or *procedural* aspect of knowledge. **SERVE** elements of the conceptual framework show the range of dispositions being developed in candidates. They relate to the *conditional* or “when or why” form of knowledge that is essential as candidates make decisions about when to use their knowledge, explain why they are using it, and demonstrate that they are disposed to capably perform as independent and self-monitoring practitioners. Candidates are decision makers who take into consideration *ethical* questions as they determine “if” a practice should be implemented. The application of these forms of knowledge by candidates demonstrates that they are acquiring or have acquired the characteristics of professional educators who LEAD and SERVE the profession.



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LEARN | **EDUCATE** | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

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## ***Conceptual Framework for Developing Professional Educators Who LEAD and SERVE***

**LEAD** elements focus on the four forms of knowledge: general pedagogy, content-specific pedagogical strategies, content or discipline knowledge and knowledge of the context of education, including foundations, historical perspectives and school settings. The conceptual framework for our programs for professional educators is the touchstone to assure that all who complete the programs:

### **L LEARN GENERAL PEDAGOGY:**

A candidate acquires general pedagogical knowledge and skills appropriate to his or her professional educator role.

### **E EDUCATE WITH CONTENT-SPECIFIC STRATEGIES:**

A candidate acquires and uses the unique pedagogy or content-specific strategies including appropriate technology related to a particular professional role.

### **A APPLY DISCIPLINE KNOWLEDGE:**

Discipline or content-area knowledge is the subject matter of a professional field and is an important component of programs from teacher to counselor to special service personnel.

### **D DEMONSTRATE UNDERSTANDING OF THE EDUCATION CONTEXT:**

Necessary to effective practice is an understanding of the culture of the school, the larger educational environment and the society in which the educational institution exists.

**SERVE** elements show the range of dispositions being developed in candidates. All who complete our programs serve the profession by being:

## **S SCHOLARLY:**

Those who complete the programs rely on a solid knowledge base to guide their development and to make informed decisions in their various roles as educators. They are:

- ▶ Prepared in the disciplines underlying their professional roles
- ▶ Knowledgeable about historical and current issues and problems facing education
- ▶ Committed to the uses of technology and other tools to support student learning as well as build administrative and faculty expertise
- ▶ Effective in demonstrating knowledge of current research and theories and in promoting inquiry
- ▶ Proficient in collecting and analyzing formal and informal assessment data to make informed educational decisions
- ▶ Poised to contribute to the knowledge base by generating new insights in the enterprise of education

## **E ETHICAL:**

Those who complete the programs are ethical in their dispositions and behaviors toward all students, colleagues and parents. Ethical behavior encompasses respect, integrity and personal responsibility. Our program completers:

- ▶ Are familiar with the NC State Board of Education Code of Ethics for Teachers, as well as codes set forth by professional societies, such as National Education Association, and the American Federation of Teachers.
- ▶ Have an understanding of the complexity and levels of ethical behaviors
- ▶ Have a working vocabulary to explain ethical dispositions (e.g., equity, democratic context for ethical principles, integrity in oral and written communication, humane treatment of individuals and groups.)
- ▶ Engage in ethical inquiry whereby they can cultivate respect for privacy, keep confidences, ensure equity for all persons in the educational community, and do not impose their personal beliefs in a professional situation
- ▶ Are aware of the impact of their actions and decisions on others and monitor their behaviors to achieve social justice
- ▶ Are committed to creating a caring, healthy environment for those in the educational community

## **R REFLECTIVE:**

Those who complete the programs are reflective and self-evaluative in their thinking in order to improve themselves as professionals and meet the challenges of a changing world.

Program completers are reflective in their thinking in order to meet the challenges of a changing world; they:

- ▶ Engage in self-evaluation as a way to improve performance
- ▶ Set personal goals and define benchmarks to monitor progress in their professional roles
- ▶ Practice various processes and use tools for reflection such as reflective journals, learning logs, personal inventories, progress-toward-degree self-monitoring, and the Johari Window and other disclosure/feedback models.
- ▶ Evaluate and act on feedback from others in a responsible manner
- ▶ Articulate personal and professional judgments and positions on educational issues (“Know what you think and why you think it”)

## **V VALUERS OF DIVERSITY:**

Those who complete the programs understand the needs and conditions of all learners and school personnel including being sensitive to cultural, economic, developmental, ethnic, racial, gender, religious, and sexual orientation differences. Those educators who complete our programs show that they are committed to a diverse and inclusive learning environment through their personal interactions with colleagues, students, parents and community, as well in their as instructional approaches.

## **E EXPERIENCED IN PRACTICAL APPLICATIONS OF KNOWLEDGE:**

Those who complete the programs are prepared for autonomous roles in the profession as a result of strong mentored field experiences and internships. Program completers are prepared for autonomous roles in the profession. They have:

- ▶ Strong, mentored field experiences and internships
- ▶ Guided instruction to develop knowledge of the learner and of the functions that professionals have in the educational community
- ▶ Thorough knowledge of methods and strategies for teaching specific content areas and/or for developing expertise in their educational roles
- ▶ Ability to identify and access resources, such as through technology, community contacts, the internet, school personnel, funding agencies, mentors, experts, etc.
- ▶ Understanding of how individual lessons and other educational activities contribute over time to the achievement of evolving goals

## ***3.0 The Pre-Service Intern***

### ***3.1 Purposes of Pre-Service Experiences and Observations***

**T**eacher education candidates at North Carolina State University are integrated into North Carolina public schools from the beginning of their professional teacher education coursework. This early and ongoing engagement with public school faculty and students ensures that our teacher education candidates are prepared to meet the needs of North Carolina schools.

The term “field experience” or “pre-service” is used to describe a special kind of course requirement. The field experience requirement in a given course will require that you make connections between what is learned in class and how that knowledge is applied in practice. The phrase “applied in practice” means how the knowledge is used in a public school setting by a public school teacher working with student learners. Early field experiences provide an important transition between university-based preparation and full responsibility in the classroom.

All field experiences are cooperative endeavors that require effective planning and coordination by both the preparing institution and the cooperating schools. The development of highly effective future teachers is enhanced by the collaboration between cooperating teachers and student teachers. One of their mutual goals is to work together to achieve teaching proficiency in the student teacher, while maintaining effective classroom instruction for students. The first loyalty of everyone involved must be to the students in the classroom.

As a part of these experiences, you will be asked to observe what is happening in the classroom, collect data, and make the critical connections in written reflections on your experience. As you progress through the program, you will be challenged to participate more directly in the learning experiences of public school students. You will have opportunities to assist the teacher, to tutor, to work with small groups, to chaperone field trips, set up lab experiments, and teach lessons.

### ***3.2 Placement of Pre-Service Interns***

Students are placed in public schools throughout the state of North Carolina. Each program coordinator or course instructor submits his or her placement requests to the Office of Professional Education (OPE) during the period of pre-registration in the semester before the placement is desired. As requests are submitted, the OPE contacts the Local Education Authority (LEA) to obtain the necessary approvals. As requests are confirmed by the LEA, the OPE notifies each of the course instructors or program coordinators who in-turn will contact their students.

The Office of Professional Education is charged with ensuring that you are assigned a variety of field placements during the course of your program. This office will deliberately send you to varied locations (e.g., urban, rural) and schools with culturally and socio-economically diverse student populations. In addition, you should be placed with different age groups within your certified area. In general, students are not placed in schools they attended. Early field experience placements will not be placed in a high school from which the student has graduated or in a school in which the student has an immediate relative that is a student or staff member.

When an LEA cannot honor a request, they may offer an alternate classroom cooperating teacher and/or school to the Director. In these cases, the program coordinators are consulted and may accept or recommend an alternate in the same LEA or a different LEA. The process is followed until all students are placed in situations mutually agreeable to the LEA and to the University.

The Wake County Public School System (WCPSS), our largest partnering school system, has a formalized set of internal procedures for handling field experience requests. Because Wake County has a large number of schools, they accept a greater number of students for field experiences from as many as twelve different colleges and universities. The OPE in-turn has developed a set of formalized procedures for placing students in their field experiences that works collaboratively with WCPSS and other LEA's.

WCPSS has instituted a process by which principals and assistant principals identify classroom teachers who are available to work with students during any given semester. Classroom teachers can express their interest in hosting NC State University students to the Office of Professional Education and their Assistant Principals. The OPE works directly with the principals and assistant principals to coordinate the field experience placements. In keeping with the agreements with our surrounding county partners, you **must not** make your own arrangements. The OPE will consider specific requests for placements, but such a request must be made **before** you have been assigned a placement and the OPE will make every effort as practicable but will not guarantee that special requests will be honored. The office will most likely place you at sites within a 30-mile radius of NC State University or your home.

Typically, the placement process begins during the course registration process. When students register for Professional Studies Courses that require field experience, they will receive an email providing the appropriate paperwork. Registration for field experience may take place during the registration periods and the first week of classes. Any special considerations or requests must be noted on this form. The office will attempt to honor reasonable requests that are consistent with the office's policies. It usually takes several weeks or more for the office to make the arrangements for all the placements within a section. Once the assignments have been confirmed by the school APs, an email confirmation will be delivered to the course professor. The course professor will review field experience guidelines and present your placement. Please wait to set up **an appointment with your school(s) until you have received the confirmation form.**

**Each student will have to complete the Criminal Background Check process with WCPSS and be cleared before going into a school. All students must complete a request form, Consent form, Waiver and Release form, and the online request form.**

Since field experience requirements are *course* requirements, the given course professor will make the assignment, explain what and how you should complete the assignment, and evaluate the final product(s). The public school teacher(s) with whom you work during the field experience will also contribute to the evaluation of your performance in his/her classroom.

You are responsible for arranging your own **transportation** to and from your field experience. **If you have your own car, please use it and consider volunteering to give someone else a ride.**

The requested paperwork packet may be returned to 515 Poe Hall to Bonita Apperson or emailed to [bonita\\_apperson@ncsu.edu](mailto:bonita_apperson@ncsu.edu).

### ***3.3 Expectations of All NC State University Candidates***

Full responsibility for the instruction of public school students remains with classroom mentor teachers. NC State University expects all student observers to adhere to the following guidelines:

#### ***3.3.1 Professional Expectations***

- The field experience student should report to school at least ten (10) minutes earlier than the time expected. The field experience student should report to the school office and then to the host teacher. Check in at the office regardless of how familiar you are with the school.
- Keep scheduled appointments. Be on time and stay for the full time for which you are scheduled. Illness and/or emergencies are the only legitimate excuses for not keeping an appointment. If illness or an emergency prevents your attendance, notify the school immediately.
- Dress appropriately. **Do not** wear flip-flops, blue jeans, shoulder or midriff-baring tops, T-shirts, or shorts; if an event warrants casual attire, consult your cooperating teacher.
- Know your field experience assignment and have any necessary materials and/or plans ready for use.
- Demonstrate a sincere, cooperative effort as co-worker, sharing in the instructional process.
- Exhibit interest, enthusiasm, and resourcefulness.
- Place school duties ahead of personal wishes and accept responsibilities and assigned duties willingly.
- Learn and adhere to local school policies (both written and unwritten) and standards for teachers, i.e., attire, faculty and PTA meeting attendance.
- Become familiar with and support school rules and policies pertaining to students.
- Safeguard all personal and confidential information and use it for professional purposes only.
- Take an active part in selected non-instructional activities and duties, e.g., sports, dances, bus and cafeteria duty.
- Demonstrate a respect for the rights of students, teachers, administrators, and members of the community.
- Refrain from making unfavorable remarks publicly about the university program, the cooperating school, or the community. Constructive criticism should be directed to the person involved or to a person in a responsible position, in an appropriate manner.

Remember that you will be a guest, representative of NC State University, and potential employee in the school(s) you visit. Conduct yourself as a professional from your first contact and throughout all of your field experience.



**If a problem arises**, first try to work it out with the host teacher and/or the course professor. If there is a logistical concern, contact the Director of the Office of Professional Education.

**After your final visit**, please deliver a brief thank you note or professionally written email stating your appreciation for your host teacher who has welcomed you into his/her classroom as a professional courtesy and without compensation.

### ***3.4 Classroom Mentors for Pre-service Interns***

Classroom Mentors are assigned to interns based on the teacher's interest in mentoring a pre-service teacher. A cooperative and engaged working relationship between interns and Classroom Mentors is vital to the success of the program. Interns are required to schedule an appointment with Classroom Mentors when they are cleared by the county.

Through the guidance of the Classroom Mentor, interns are exposed to a variety of teaching activities and routines. The Classroom Mentor should familiarize the intern with classroom procedures and policies, share appropriate information that might help the intern better help the students, allow the intern a manageable range of experiences, and assist in helping the intern evaluate his/her strengths and weaknesses as a potential teacher. These are all important tasks of support for what is the intern's initial classroom exposure to teaching. Classroom Mentors will also be asked to assist in evaluating the intern and discussing the evaluation in a meaningful manner by each instructor or program coordinator.

#### ***What is expected of the classroom mentor?***

- The mentor recognizes that interns are beginning teacher candidates and will have not completed all of their formal course work, but does expect the experience to provide them a thorough orientation to the complex issues of the teaching.
- The mentoring teacher encourages interns to develop an expanded view of teaching and learning and aids in assessing the intern's strengths and weaknesses.
- The program expects the mentoring teacher to introduce the intern to the class, and to familiarize the intern with the course syllabus and goals of the class.
- The mentoring teacher recognizes that the intern is not a student teacher or a substitute teacher.

**Suggested activities include but are not limited to:** observations in the classroom; planning activities, writing lesson plans, gather classroom teaching materials, assist in designing assignment, teaching a mini-lesson, working with small groups of students or tutoring a student, administering a quiz or assisting with recording grades, and grading papers.

## 4.0 The Student Teacher

### 4.1 Purposes of Early Field Experiences and Student Teaching Academic Competence

Teacher education at North Carolina State University is designed to develop highly effective future teachers. Early field experiences and student teaching provide an important transition between university-based preparation and full responsibility in the classroom. The study of the principles of teaching requires field experiences for candidates to integrate knowledge with practice; develop their abilities to organize and communicate mastery of content in their field of study; analyze their own abilities and desires to function effectively as teachers; and recognize the need for continued study and growth.

All field experiences, including student teaching, are cooperative endeavors that require effective planning and coordination by both the preparing institution and the cooperating schools. The development of highly effective future teachers is enhanced by the collaboration between cooperating teachers and student teachers. One of their mutual goals is to work together to achieve teaching proficiency in the student teacher, while maintaining effective classroom instruction for students. The first loyalty of everyone involved must be to the students in the classroom. We believe:

- *That student teachers should assume responsibilities gradually through stages of observation, cooperative planning, and part-time teaching duties until a full teaching load is attained;*
- *That the field experience should not be limited to classroom activities but rather should include non-instructional opportunities to become acquainted with the total program of the school and its relationship to the community it serves;*
- *That it is necessary for cooperating teachers to take an active part in the student teaching experience, providing guidance and feedback; and*
- *That student teachers can make a meaningful contribution to the teaching-learning experiences in the school program.*

The dynamics of the three-way partnership among student teacher, cooperating teacher, and university supervisor ultimately promote the growth of each of the partners as professionals. Immediately, the partnership affects the learning of the students in the classroom. The intellect, energy, and skills are multiplied three-fold as the student teacher, cooperating teacher, and university supervisor work together to actualize their goals as professional educators.

**NOTE: Student teaching requires a minimum of ten (10) consecutive weeks of full-time attendance in the assigned placement. Each program reserves the right to adjust the schedule to suit its unique needs. Observation periods are built into the schedule as well as on-campus seminar meetings. Each student teacher is obligated to adhere to the schedule established by his or her specific program.**

## **4.2 Placement of Student Teachers**

**S**tudent teachers are placed in public schools throughout the state of North Carolina. Each program coordinator submits his or her placement requests to the Office of Professional Education (OPE) during the period of pre-registration in the semester before the placement is desired. As requests are submitted, the Office of Professional Education contacts the Local Education Agency (LEA) to obtain the necessary approvals. As requests are confirmed by the LEA, the OPE notifies each of the program coordinators who in-turn will contact their respective student teachers. When an LEA cannot honor a request, they may offer an alternate classroom cooperating teacher and/or school to the Director. In these cases, the program coordinators are consulted and may accept or recommend an alternate in the same LEA or a different LEA. The process is followed until all student teachers are placed in situations mutually agreeable to the LEA and to the University.

The Wake County Public School System (WCPSS), our largest partnering school system, has a more formalized set of internal procedures for handling field experience requests than many other LEA's. Because Wake County has a large number of schools, they accept a greater number of students for field experiences for as many as twelve different colleges and universities. The OPE in-turn has developed a set of formalized procedures for placing students in their field experiences that works collaboratively with WCPSS and other LEA's.

WCPSS has instituted a process by which principals and assistant principals identify classroom teachers who are available to work with students during any given semester. Classroom teachers can express their interest in hosting NC State University students to the Office of Professional Education and their Assistant Principals. The OPE works directly with the principals and assistant principals to coordinate the field experience placements. Because of the large numbers of candidates placed each semester (150 or more), the OPE is in daily contact with LEA's in the days and weeks leading up to the beginning of a new semester.

***Confirmed placements may not be completed until just before students go out to the schools.*** There are several reasons for this: reassignment of cooperating teachers to different schools, assignment of other duties to teachers who normally work with student teachers, efforts to minimize the number of student teachers any one public school student might have in a given semester, and last minute requests from universities. University faculty and supervisors, the OPE, LEA's, cooperating teachers and administrators work hard to find the very best placements for NCSU candidates who are becoming teachers. Please do not be frustrated by the time it takes to accomplish this task. Your placement may not be confirmed until the week of your first visit.

After a student teacher has been placed with a cooperating teacher, transfer of that student teacher will not occur except in rare cases. Occasionally student teachers who have begun their fieldwork are not successful. Cooperating teachers and/or their principals should contact the University supervisor immediately when concerns arise. If it becomes necessary to remove a student teacher from a particular placement, the University supervisor should make that request no later than the end of the fourth week of the fulltime student teaching experience.

The University supervisor should make the recommendation in writing to the Director of Professional Education and should suggest one of the following options:

1. Immediate reassignment to another school in the same LEA;
2. Immediate reassignment to another LEA;
3. Withdrawal from student teaching with the intention to student teach again in a subsequent semester after appropriate remediation; or
4. Removal from student teaching with no permission to student teach again at NC State. Consequently, the student **will not** be recommended for licensure.

Reasons for considering removal or withdrawal of a student teacher include, but are not limited to the following: content deficiency; pedagogical deficiency; insubordination; failure to complete work in a timely manner; unprofessional conduct (habitual tardiness, excess absences, inappropriate attire, and breach of confidentiality); inappropriate interaction with students, parents, or school staff; inability to accept constructive criticism and implement change. It should be noted that constructive criticism should not be confused with personality differences; illuminating inadequate performance should be documented and conveyed in objective terms, and the student teacher and cooperating teacher should work together toward viable solutions. (See Section 7.4 Handling Serious Problems)

NC State University candidates, faculty, and supervisors are the guests of the LEA. We appreciate their invitations and we must represent NCSU in such a way that others from our University will be invited in other semesters.

### ***4.3 Expectations of All NC State University Student Teachers***

Since full responsibility for the instruction of public school students remains with classroom teachers, expectations of student teachers should be made clear during an early conference between the cooperating teacher and the student teacher.

NC State University expects all student teachers to adhere to the following guidelines:

#### **4.3.1 Professional Expectations**

- Demonstrate a sincere, cooperative effort as co-worker, sharing in the instructional process.
- Place school duties ahead of personal wishes and accept responsibilities and assigned duties willingly.
- Exhibit interest, enthusiasm, and resourcefulness.
- Learn and adhere to local school policies (both written and unwritten) and standards for teachers, i.e., attire, faculty and PTA meeting attendance.
- Dress appropriately. **Do not** wear flip-flops, blue jeans, shoulder or midriff-baring tops, T-shirts, or shorts; if an event warrants casual attire, consult your cooperating teacher.

- Become familiar with and support school rules and policies pertaining to students.
- Report to school daily and on time; contact your cooperating teacher immediately in the event of a delay or an absence. **DO NOT** plan vacations during your student teaching semester. Follow your program's attendance guidelines.
- Safeguard all personal and confidential information and use it for professional purposes only.
- Take an active part in selected non-instructional activities and duties, e.g., sports, dances, bus and cafeteria duty.
- Demonstrate a respect for the rights of students, teachers, administrators, and members of the community.
- Refrain from making unfavorable remarks publicly about the university program, the cooperating school, or the community. Constructive criticism should be directed to the person involved or to a person in a responsible position, in an appropriate manner.

### **4.3.2 Teaching Expectations**

#### Prior to Observation

- Arrange your out-of-school personal schedule to allow full-time teaching. The student teaching experience is usually more time-consuming than the student teacher expects. **Student teachers are expected to follow the schedule and breaks associated with the school in which they are placed, not necessarily the NCSU holiday schedule.** Due to the time requirements necessary to successfully complete the student teaching experience it is expected that students will not schedule campus courses before 4 p.m. or engage in employment on school days without the prior agreement of your university supervisor.
- Arrange transportation and allow for travel time.
- Locate the school and its parking areas for student teachers. Ask for and take a guided tour of the campus.
- Prepare an autobiographical sketch or resume for your cooperating teacher.
- Ask about the dress code for teachers and follow it. In the absence of a dress code, follow the example of other teachers. If you are still unsure of the appropriate attire it is best to use casual business attire or dress appropriately for the grade level and daily activities.
- Develop a general understanding of the student body, their family life, and their community.

### During the Observation and the First Days in the School

- Meet with the principal (or designee) and the cooperating teacher. Meet other school personnel: in your subject area or grade, department heads, librarians, counselors, and assistant principals.
- Read the school's faculty handbook and student handbook.
- Locate the desk, table, or other facility that has been provided for your personal use. Determine where your personal effects should be kept.
- Obtain class seating charts, class lists, and the school's daily schedule. Learn students' names and faces during the first days.
- Help with housekeeping routines, such as opening blinds and seeing that cabinets, bookshelves, desks, and floors are in order. Assist with monitoring duties and out of class responsibilities assigned to your cooperating teacher.
- Examine permanent record folders of students with whom you work for pertinent information and keep this information *confidential*. Be aware of students with special needs.
- Assist with clerical duties such as reporting attendance, collecting money, and recording student grades. Learn where, when, and how to secure duplicated materials.
- Learn the grading system of your cooperating teacher and of your particular school, as well as the reporting system of the school district.
- Become familiar with school and classroom policies and procedures concerning discipline, fire drill, and weather-related procedures.
- Become acquainted with what is expected of students in class and for homework and the quality of work expected from each individual.
- Learn the procedure for getting students to and from special classes.
- Establish rapport with students that leads to appropriate classroom behavior.
- Assist individual students with their seatwork and special projects. Assist small groups in guided practice activities and in locating materials in the media center.
- Obtain pictures, books, records, and films that the teacher has selected and become familiar with the procedure for gathering audiovisual materials. Learn to use and care for technological equipment.

- Obtain copies of course syllabi and teacher's copies of textbooks for the classes you will be working with and become familiar with the material already covered.

### During Full-time Student Teaching Weeks

- Be punctual and reliable. Show initiative and willingness to try new ways of doing things. Maintain a sense of humor, but at all times remember that the roles of teacher and student differ.
- Seek direction in determining the major units to be taught. Carefully observe the cooperating teacher's demonstration lessons and analyze them with the teacher.
- Seek the university supervisor's and cooperating teacher's help in making lesson plans. Ask for suggestions for resource materials and people when needed.
- Plan each lesson carefully, in detail, with specific instructional objectives.
- Turn in lesson plans to the cooperating teacher before a lesson is taught.
- Follow each teaching experience with a brief self-evaluation. Help evaluate students' work.
- Prepare instructional materials to allow for individual differences.
- Visit other classrooms in the school. Make arrangements in advance through your cooperating teacher and/or your principal.
- Attend team meetings, faculty meetings, PTA meetings, parent conferences, and other professional meetings that your cooperating teacher attends.
- Accept full responsibility for the classes toward the end of your student teaching experience.

Obtain from your cooperating teacher and other teachers some suggestions for beginning and ending a school year.

## ***5.0 The Cooperating Teacher***

The cooperating teacher is one of the most important factors in the student teaching program since she or he is the person who will work most closely in a helping role with the student teacher. Much of the success of the student teaching program is dependent upon the cooperating teacher's supervision and direction of the activities, methods, and techniques employed by the student teacher.

### ***5.1 Responsibilities of the Cooperating Teacher***

- Recognize that the legal responsibility for the classroom remains with you.
- Provide the student teacher with work and study space.
- Model effective teaching for the student teacher.
- Explain in detail the policies and philosophy of the school to the student by providing a handbook if possible.
- Acquaint the student teacher with the overall purposes and the general plan of the instructional program.
- Orient the student teacher to the background of the students, class schedules, materials and equipment, school regulations, reports to parents, extra-curricular activities, and school policies and procedures for evaluation and grading of students.
- Work with the university supervisor in planning a well-balanced program of learning activities - participating, observing, and teaching - and in planning and determining the major criteria for continuous evaluation;
- Plan with the student teacher the steps in assuming responsibility in the classroom, allowing the student teacher to assume more responsibilities as she or he exhibits the readiness to do so.
- Involve student teachers in non-instructional activities, such as faculty meetings, professional meetings, school organizations, school club and sports programs, and community activities.
- **Alert the university supervisor if a situation develops which is not productive for the student teacher, students, or yourself.** (See 7.4 Handling Serious Problems.)
- Develop overall supervision plan involving observations, criteria for evaluation and supervisory strategies, all of which should be discussed with the student teacher and the university supervisor.
- Provide regular conferences during which the student teacher and you plan, share information, discuss classroom management, evaluate, and make decisions;



- Plan for frequent evaluations of the student teacher which will place an emphasis on continuous growth, encouraging the student teacher to evaluate his or her own personal and professional progress; and
- Assist in the official final evaluation of the student teacher's progress by the university supervisor, who has the ultimate responsibility for determining the student's grade.
- ***Sign Form S as the LEA Supervisor and submit it to your LEA Student Teacher Coordinator; this form is required for the student teacher to receive his/her license.***

\*Note: For WCPSS the LEA Student Teacher Coordinator is Sherri Morris, for Johnston County Schools Jeanne Burton is the Student Teacher Coordinator, for all other counties please contact the OPE for the Student Teacher Coordinator.

## ***5.2 Prior to the Student Teacher's Arrival***

The time to begin preparing for the arrival of a student teacher is immediately after you agree to accept a student teacher. This initial preparation can be a major factor in providing a successful student teaching experience.

Through discussion or other communication with the university supervisor, secure information concerning the student teacher's personal interests, academic background, and pre-student teaching contacts with schools, teachers, and students.

### **Prepare the students**

The approach will vary according to the familiarity of students with student teaching programs in general and with their level of maturity and sophistication. The following is a suggested approach:

- Indicate your approval and enthusiasm for the student teacher's arrival.
- Introduce the student teacher as a co-teacher or intern, rather than as a student. Students should be expected to give the same courtesy and respect to a student teacher as they would to a teacher.
- Emphasize the advantage of having two teachers in the classroom who are capable of instruction and guiding students. The idea of increased individual assistance, the possibility of more varied activities, and even the novelty of working with two different people are suggestions for stimulating student enthusiasm.
- Stress any strong points related to the student teacher and the possible relationship of those points to school and student activities. Unusual scholastic, artistic, or physical talents, extensive travel, demonstrated leadership or performance in college or community activities may provide initial keys to student acceptance.
- Give students a feeling of responsibility for the initial orientation and acceptance of the student teacher.

- Explain that university supervisors will be visiting in order to observe teaching techniques and class responses.
- Explain that when the student teacher is in charge of the class that he or she is in charge that questions, requests, and comments should be addressed to the student teacher.

### Prepare the administration and faculty

Inform the administration and faculty about the student teacher's arrival and introduce him or her at a faculty meeting. Involve colleagues in preparing for the arrival of the student teacher by asking them to help:

- secure needed learning materials and facilities;
- decide on plans for welcoming the student teacher;
- acquaint the student teacher with the total school program; and
- provide opportunities to observe their classes.

### Prepare orientation materials

Place copies of pertinent school information in a folder for the student teacher. These may be discussed briefly during the initial visit and the student teacher is asked to be familiar with them upon returning to student teach. Some suggestions for the folder follow. Do not limit your collection to these:

- School calendar, master schedule, time schedule;
- Fire drill and other emergency instructions;
- Schedule of teachers' meetings and parent-teacher meetings;
- Copy of long-range plans for the year;
- Copies of administrative forms, such as attendance register (or computer format), textbook slips, hall pass, field trip form, transfer slip;
- Student handbook or school rules and cafeteria regulations;
- Map of the city or community and information about the community; and
- Curriculum guide, faculty handbook, and list of faculty members.

### Prepare the classroom and instructional materials

The student teacher's needs in a classroom correspond to those of any new teacher. The following are some suggestions:

- Provide a desk and chair and a place where personal belongings can be safeguarded;
- Obtain a set of textbooks, teachers' manuals, teachers' guides, and course outlines for the student teacher.
- Provide copies of local and state curriculum guides pertaining to the teaching situation.
- Prepare a seating chart of each class with which the student will work.

### ***5.3 Orienting the Student Teacher***

Soon after agreeing to accept a student teacher from North Carolina State University, the cooperating teacher can expect an initial visit and observation period by the student teacher. This visit will be used by the student teacher for observing, meeting key staff members, obtaining copies of pertinent school information, and getting to know the cooperating teacher. It would be helpful for you to share instructional plans and identify possible initial teaching topics for the student teacher. In addition, plans should be made with the student teacher for a detailed conference on the first day of the actual student teaching experience.

#### **5.3.1 The Initial Conference**

The effectiveness of any conference depends upon the willingness and ability of those involved to be sensitive to each other. The success of the student teaching experience may be greatly affected by the quality of this interaction. The conference itself is a learning experience for both the cooperating teacher and the student teacher.

The initial conference is probably the most important conference the cooperating teacher will have with the student teacher. It is suggested that this conference take place the first full day of the student teaching experience. The most important objective of the conference should be to communicate to the student teacher support and acceptance. This should be the beginning of a relationship characterized by mutual trust, respect, and dedication to a meaningful student teaching experience.

This conference should include a clarification of expectations, some planning for the total student teaching experience, and some suggestions for initial activities.

- Delineate the specific behavior expected of the student teacher.
- Discuss teaching/learning philosophies and be sensitive to differences.
- Be specific about classroom rules and policies.
- Rules that have been enforced in the classroom should be maintained.
- Offer to support the student teacher when disciplinary problems arise and discuss various classroom management methods.
- Indicate that the student teaching experience will involve more than just classroom teaching.
- There should be opportunities for working with the principal, counselor, parents, and other faculty and staff members.
- Invite the student teacher to discuss his or her expectations of you.

#### **5.3.2 Planning for the Total Student Teaching Experience**

Give the student teacher an overview of the curriculum, including what pupils have studied, are studying, and will be studying. Effectively involve the student teacher by briefly sharing some ideas about particular strategies for teaching the upcoming topics.

Plan some initial activities. The following is a list of possible activities for the student teacher:

- Observe classes and other teacher activities.

- Assist a student who has missed classes.
- Help students individually during guided practice time in class.
- Present a brief historical anecdote or enrichment topic which pertains to that day's lesson.
- Prepare a bulletin board.
- Work with a small group in the class.
- Tutor a student who has special needs.
- Administer a test or retest.
- Develop a collection of five-minute teaching topics to use if a lesson ends sooner than planned.

Plan a tentative schedule for the assumption of teaching responsibilities. It is suggested that the student teacher start with one class and add classes gradually as readiness to do so is demonstrated. By the fourth or fifth week, most student teachers will be carrying a full load. The structure of the student teaching experience should be developed cooperatively with the student teacher, the cooperating teacher, and the university supervisor.

Plan and discuss observations. To be useful, observations must be purposeful. Initially, the student teacher should observe the classes of the cooperating teacher and other teachers in the school. Toward the end of student teaching, observation of special programs, different grade levels, and other master teachers in the school system could be enriching. Student teachers should observe classes with specific objectives in mind, e.g., to learn how interest is maintained. Plan and discuss conferences and their importance. Although there may be short daily conferences, plan to have a regularly scheduled weekly conference. Emphasize that the student teacher should feel free to suggest conference topics. Give supportive, honest feedback, with specific suggestions.

### **5.3.3 The Beginning Period**

- The student teacher should be asked to observe several classes. These observations should be task-oriented (e.g., Were the objectives accomplished? How? How is discipline handled?).
- A gradual introduction to the classes may include taking attendance, grading simple quizzes and objective test papers, checking homework assignments, aiding in small group work, offering remedial sessions, supervising library work, etc.

### **5.3.4 Full-time Student Teaching**

- The student teacher should start teaching the most accommodating class. After an initial positive experience with one group of students, the student teacher should feel better prepared to handle a more challenging class.
- The student teacher should prepare a duplicate set of lesson plans in advance so that the cooperating teacher may review them and, if necessary, offer advice.

- A daily discussion of the lesson plans should take place in order to review objectives, materials, procedures, and alternatives. Plans should be divided into time segments to help the student teacher pace the lesson. The cooperating teacher should provide specific feedback in terms of the student teacher's plans, classroom performance, actions, and behaviors.
- The student teacher should be encouraged to continue the classroom procedures and standards for discipline already established by the cooperating teacher.
- If possible, the cooperating teacher should give a model lesson which the student teacher could follow in another section of the same course.
- Initially, the cooperating teacher should remain in the classroom to observe and to take notes for the purposes of praise, encouragement, and review of what was accomplished.
- The cooperating teacher's role in the classroom should gradually be minimized, until eventually the student teacher takes on complete responsibility for the class. However, the cooperating teacher should be easily accessible to the student teacher.
- The cooperating teacher should urge the student teacher to self-evaluate daily and to be flexible regarding expectations for his or her accomplishments.

## ***6.0 The University Supervisor***

University supervisors have primary responsibility for coordinating the resources of the university and of the cooperating school during student teaching. They are held responsible by the university for the overall success of the student teaching experience and for the final evaluation and recommendation of the student teacher.

They will:

- Bridge professional education at the university with professional practice in the school setting.
- Visit cooperating schools to observe and to hold conferences with student teachers and cooperating teachers (a **minimum of four** visits to each student teacher; a **minimum of three** visits to each student teacher in the Elementary Education Program).
- Provide pertinent information about student teachers to principals and cooperating teachers.
- Provide cooperating school personnel with the necessary orientation to university procedures and evaluation, the nature and purpose of the student teaching program, and the responsibilities of student teachers and cooperating teachers.
- Conduct orientation and planning conferences for student teachers prior to the beginning of student teaching.
- Counsel with individual student teachers about their personal and professional concerns.
- Provide student teachers and cooperating teachers with resource materials, such as handbooks and guides.
- Work with student teachers, cooperating teachers, and principals to plan and to evaluate programs and schedules for student teachers.
- Guide student teachers to interpret their school experiences and to assist with special instructional problems.
- Conduct seminars and conferences with groups of student teachers to help them generalize from their field experiences and to project entry into teaching.
- Collect and interpret all evaluative information regarding student teachers and arrive at their final grades and ratings, using appropriate program criteria.

## ***7.0 Other Key Personnel***

**A**lthough not as obvious as the roles of some other personnel, the activities of the principal, counselor, supervisor, and others in the school system can be vital to the success of the student teaching experience.

### ***7.1 The Principal***

The principal is responsible for the entire school. Therefore, the cooperating teacher has an obligation to keep the principal informed of other-than-routine happenings and progress of the student teacher. The principal will recommend competent cooperating teachers to supervise student teachers. She or he should work closely with the university supervisor to ensure a meaningful student teaching experience that is beneficial to pupils.

The principal might assist the cooperating teacher in several ways, such as protecting the teacher against overloaded classes, making administrative provisions for adequate conferences between the cooperating teacher and the student teacher, arranging for observations outside the cooperating teacher's classroom or outside the school, and assisting the cooperating teacher in providing supplies and equipment for the student teacher.

The principal might also assist the student teacher by helping to protect the student teacher from exploitation, helping introduce the student teacher to the school and to the community, observing the student teacher and assisting in the evaluation process, and providing the opportunity for the student teacher to participate in staff meetings, extracurricular activities, and school planning. The principal has the responsibility for assuring that the presence of the student teacher is not detrimental to the students. Toward this important end, she or he should provide a climate which is conducive to the open discussion of problems pertaining to the student teaching experience.

### ***7.2 The Counselor***

The school counselor can be of great benefit to student teachers. Among other possible activities, the counselor might help with the orientation to the students, school staff, and community; explain to the student teacher the guidance and counseling services available; assist with testing and interpreting student data; and help the student teacher with special student needs and problems. If the counselor is a member of the school-based committee for special students, she or he may want to explain the policies and procedures for accommodating the school's exceptional students.

### ***7.3 The Supervisor and/or Consultant***

Supervisors and consultants of various types (including media center directors) are identified with the instructional program of a school system. This puts them in a good position to help cooperating teachers by participating in the orientation of student teachers; serving as resource personnel; assisting cooperating teachers with special problems in instruction; participating in conferences with student teachers, cooperating teachers, and principals; and involving student teachers in staff development activities and other system-wide efforts.

## ***8.0 Procedures Affecting Student Teachers***

**N**orth Carolina State University's student teachers, along with the cooperating teachers in the cooperating schools must adhere to the laws of North Carolina. Additional local school board regulations which may exist have the power of law as long as they do not conflict with state laws.

It is important to remember that the full and final legal responsibility for the guidance of the students in the school remains with the cooperating teacher during the entire time that the student teacher is working in the school. The student teacher is assigned certain responsibilities and duties temporarily, but at all times the cooperating teacher should be informed thoroughly of the progress of the class.

### ***8.1 Legal Implications of Student Teaching***

#### ***North Carolina Policies***

The Public School Laws of North Carolina, enacted by the North Carolina General Assembly and subject to related laws and court interpretation, provide for the following:

#### ***G. S. 115c-307***

Duties of teachers generally; principals and teachers may use reasonable force in exercising lawful authority.

It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, teachers' aides, and assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children; to teach as thoroughly as they are able all branches which they are required to teach; to provide for singing in the school, and so far as possible to give instruction in public school music; and to enter actively into the plans of the superintendent for the professional growth of the teachers. Teachers shall cooperate with the principal in ascertaining the cause of nonattendance of pupils that he may report all violators of the compulsory attendance law to the attendance officer in accordance with rules promulgated by the State Board of Education.

Principals, teachers, substitute teachers, voluntary teachers, teachers' aides and assistants, and student teachers in the public schools of this State may use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order. No county or city board of education or district committee shall promulgate or continue in effect a rule, regulation, or bylaw which prohibits the use of such force as is specified in this section.



## **G. S. 115c-309(a)**

Student teacher and student teaching defined.

A student teacher is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a county or city board of education to student teach under the direction and supervision of a regularly employed and certified\* teacher. Student teaching may include those duties granted to a teacher by G. S. 115-146 and any other part of the school program for which either the supervising teacher or the principal is responsible.

\* The NC Department of Public Instruction uses the terms "license, licensed, and licensure" instead of "certificate, certified, and certification."

## **G. S. 115-c-309(b)**

Legal protection.

A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.

## **G. S. 115-c-309(c)**

Assignment of duties.

It shall be the responsibility of the supervising teacher, in cooperation with the principal and the representative of the teacher preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching.

## ***8.2 NCSU Policy on Student Teachers Serving as Substitute Teachers***

The College of Education discourages the use of student teachers as substitute teachers. The intent of the student teaching experience is to provide supervised time and opportunity for the candidate to learn and grow as a professional educator under the close supervision of cooperating teachers.

The College of Education has adopted a procedure regarding the use of student teachers as substitute teachers. The procedure states:

*Student teachers may accept substitute teaching responsibilities only under rare circumstances (such as sudden death or emergency illness of the cooperating teacher) only in the subject area for which they are preparing to be licensed, and only with the agreement of the university supervisor.*

*Student teachers who serve as substitute teachers are eligible for substitute teacher pay and **may substitute only in the school in which they are assigned.** A student teacher **may not serve as a substitute teacher on two consecutive days, or for more than five days in the semester of his/her student teaching.** Exceptions may be granted only by the Dean of the College of Education or his/her designee.*

*Immediately upon being asked to serve as a substitute teacher (with or without pay), the student teacher should notify his/her university supervisor. At the end of each semester, each program having student teachers that semester will report to the Director of Professional Education the instances of substitute teaching which occurred.*

This procedure is based on the assumption that the cooperating teacher and the university supervisor agree that the student teacher is qualified to handle the instructional and classroom management duties necessary to provide an optimum learning experience for the students.

### ***8.3 Student Teachers and Substitute Teachers in the Absence of the Cooperating Teacher***

Pursuant to General Statute 115-c-309(b) (see section 7.1) “A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.” Student teachers are not, however, legally responsible if they are left unsupervised in the absence of the cooperating teacher. Substitutes should be provided even if the student teacher is responsible for the lesson plans, unless the student teacher is serving as the substitute per the guidelines stated in section 7.2. A student teacher should contact the administration immediately if a substitute teacher fails to arrive and should notify teachers on the hall that he or she is alone with students. Leaving a student teacher alone without a substitute teacher puts the school, administration, and LEA in legal jeopardy should a liability issue arise.

### ***8.4 Handling Serious Problems***

North Carolina State University sends its student teachers into cooperating schools with confidence that they possess the qualities and preparation necessary to become good classroom teachers. They represent a well-educated, eager group of individuals, many of whom are highly motivated to teach. The university has developed the following criteria to assist in screening prospective student teachers:

- *well-planned and thorough professional preparation, accompanied by experiences in public schools;*
- *academic standards;*
- *endorsement by faculty in the potential student teacher's department; and*
- *approval of an application to student teach by the College of Education Professional Education Committee.*

The above efforts usually screen out those who cannot perform satisfactorily in a public school situation. No public school student should be deprived or suffer in any way because of a

student teacher. In addition, no school or school system should suffer any embarrassment through the actions of a student teacher. If, however, an unfortunate situation should develop, the cooperating teacher is urged to follow these procedures:

In a conference setting, the cooperating teacher should inform the student teacher of his or her concerns. The cooperating teacher should keep a specific, detailed written record of the conference. Another teacher, the department head, the principal, or a supervisor may want to verify the concerns.

The cooperating teacher should outline in writing for the student teacher his or her suggestions and expectations for specific actions to remedy the problem, including a deadline for acceptable improvement.

The cooperating teacher should notify the university supervisor of the problem and the actions he or she has taken. While the cooperating teacher and the student teacher are expected to resolve minor differences, immediate notification is expected in the event of a potential major problem. The university supervisor will provide a telephone number to call if the need arises and will encourage the cooperating teacher to communicate freely. Most situations should be resolved by these three steps.

If reasonable efforts to resolve a problem have failed, the university supervisor is authorized to initiate action to withdraw a student teacher. Refer to the criteria and procedure in Section 3.2. Before a student teacher is withdrawn, the university supervisor should discuss the situation with his or her program coordinator and with the Director of Professional Education. The problems will be reviewed and the likelihood for the student teacher to be given another student teaching placement will be determined on a case-by-case basis. Our objective is to resolve such problems quickly, without assigning blame to either party.

## ***9.0 Interstate New Teacher Assessment and Support Consortium (INTASC)***

The INTASC Standards and typical performance indicators have been included in the Student Teaching Handbook as a resource for student teachers and cooperating teachers. Teaching Portfolios are part of the culminating experience for student teaching, and by having these standards as a quick and ready reference, student teachers and their cooperating teachers will be mindful of their importance, both in the final preparation of the portfolio and in the day-to-day practice of teaching.

### **1. Content Pedagogy**

The teacher understands the central concepts, tools of inquiry, and structures of discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Performance Indicators of Standard:** lesson plans; samples of student work; integrated, interdisciplinary units; video; bibliography of materials (curriculum, library, software, etc.); field trips; TPAI.

### **2. Student Development**

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Performance Indicators of Standard:** lesson plans, sample tests, material list manipulatives, photos, samples of checklists used to record development, field trips, strategies, floor plan.

### **3. Diverse Learners**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Performance Indicators of Standard:** differentiated lesson plans demonstrating a variety of teaching strategies, video of student performances, centers, photographs, scrapbooks, bulletin boards, TPAI, lesson plans.

### **4. Critical Thinking Skills**

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

**Performance Indicators of Standard:** video, lesson plans, units, explanation of grouping procedures used in classroom, collection of pre- and post-test data, interpretation and plan for implementing changes in instruction based on this information, collection of work samples showing growth, tests, samples of student questions.

### **5. Motivation and Management**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

**Performance Indicators of Standard:** management plan, incentive system, communication with parents explaining plan, pictures of classroom, development of cooperative activities focusing on group processes, video, pre/post testing, TPAI.

6. **Communication and Technology**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Performance Indicators of Standard:** video, TPAI, student evaluations, communications to parents, lesson plans.

7. **Planning**

The teacher plans instruction based upon knowledge of subject matter, student, and the community and curriculum goals.

**Performance Indicators of Standard:** unit plans.

8. **Assessment**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Performance Indicators of Standard:** observation checklist, formal tests, quizzes, writing samples, work samples, performances, video, record of conferences (parent/teachers).

9. **Professional Development**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) who actively seeks out opportunities to grow professionally.

**Performance Indicators of Standard:** modifications of plans and units, log, attendance at professional meetings/presentations, attendance/participation at workshops, articles, committee work, civic involvement.

10. **School/Community Involvement**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

**Performance Indicators of Standard:** documentation of conferences; home visits; use of community agencies; newspaper articles.

## ***10.0 North Carolina Professional Teaching Standards (NCPTS)***

The 1996 General Assembly established the North Carolina Professional Teaching Standards Commission in Statute 115C-295.1 . The purpose of the commission is to establish standards for North Carolina teachers. The Commission is authorized to do the following: develop and recommend to the State Board of Education professional standards for teachers, review the areas of teacher certification, consider current methods to assess teachers and teaching candidates, and evaluate, develop and recommend to the State Board procedures for the assessment and recommendation of candidates for initial and continuing teacher certification. The work of the North Carolina Professional Teaching Standards Commission has resulted in the writing of Core Standards for All Teachers in North Carolina (NCPTS: <http://www.ncptsc.org/Final%20Standards%20Document.pdf>), Standards for Working Conditions in North Carolina Schools (<http://www.ncptsc.org/TWC.htm>), and Professional Development Standards.

The North Carolina State Board of Education (SBE) Mission states: *Every public school student will graduate from high school, globally competitive for work and life in the 21<sup>st</sup> Century.* To achieve this mission the SBE charged the North Carolina Professional Teaching Commission to align core standards for all teachers with this mission. The NCPTS were the result of this charge and were formally adopted by the SBE in June 2007. These standards are now the basis for teacher evaluation and professional development and in 2010 will be the basis for teacher preparation in North Carolina.

## **11.0 North Carolina Department of Public Instruction (NCDPI)**

Teacher education programs throughout North Carolina are authorized by the State Board of Education and regulated by NCDPI. All programs undergo a rigorous program approval process to ensure that every North Carolina child is taught by a highly qualified professional. All teacher education programs must demonstrate that graduates meet certain competencies. These competencies are evaluated using a series of standards and indicators. These standards include: Core Standards, Diversity Standards, Technology Standards, and Specialty Area Standards. The standards can be found at: <http://www.dpi.state.nc.us/docs/ihe/materials/specialtystandards.pdf>.

The state of North Carolina has established a Standard Course of Study (SCOS) for every content area. The Standard Course of Study provides each content area with a set of competencies by grade and course. The intent of the SCOS is to ensure that there are uniform, rigorous academic performances standards throughout the state. The NC SCOS can be found at: <http://www.ncpublicschools.org/curriculum/>

NC State University recommends its program completers for North Carolina teacher licenses, but licensure is granted by NCDPI. Once a candidate has completed all program requirements and completed the licensure application, the OPE will process and submit the application to the NCDPI Licensure section. The licensure section is responsible for examining credentials and issuing licenses to teacher, administrators, and other public school personnel in NC public schools. All professional employees of public schools must hold a license for the subject or grade level they teach or professional education assignment they hold. Typically, the licensure process will take 6-8 weeks. **Should you have a question regarding the processing of your license, please contact the OPE prior to contacting the licensure section of NCDPI.**

## **Appendices**

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The information and forms that follow are updated frequently.  
Be sure that you are using the most current ones.





## **Revised Licensure Structure for North Carolina Educators (Effective April 2005)**

The Praxis Series is the standard test requirement for licensing in North Carolina. At North Carolina State University, students must pass PRAXIS I, the reading, writing and mathematics test of the Pre Professional Skills Test (PPST) to be admitted to teacher candidacy.

As part of their teaching portfolios, students must demonstrate competence in the National Education Technology Standards for Teachers. In most programs, students include technology artifacts as part of the student teaching portfolio. The program coordinators or university supervisors must sign off on the current STTech Rubric, which must be on file prior to recommendation for an initial license.

***As of April 2005, the licensure structure has changed. The State Board of Education and the NC Department of Public Instruction have redefined the former initial and continuing licenses.***

The former initial license has been replaced with the Standard Professional License 1. To be issued the SP1, an individual must complete an approved teacher education program and meet the federal definition of “highly qualified” (have 24 semester hours in the content area). The SP1 is valid for 3 years of teaching. NOTE: new K-6 and Exceptional Children’s teachers must still pass a state test.

The former continuing has been replaced with the Standard Professional License 2. To be issued the SP2, an individual must (a) have 3 years satisfactory teaching experience, one of which must be in NC, (b) have the recommendation of the employing school system, (c) complete any professional development activities prescribed by the school system, AND (d) one of the following: (1) satisfy NC testing requirements (PRAXIS II), (2) document the ability to positively impact student achievement, OR (3) hold National Board Certification.

If students opt to take PRAXIS II during or shortly after student teaching, the NC DPI will hold scores for conversion from SP1 to SP2 if all other conditions for conversion are met.

A publication on required tests and scores for the programs offered at North Carolina State University is available from:

The Office of Professional Education  
204 Poe Hall  
North Carolina State University  
Campus Box 7801  
Raleigh, NC 27695-7801  
Telephone (919) 515-7160

NC Testing requirements can also be found at <http://www.ets.org>



## All Professional Licensure Applicants

### Licensure Application Documentation Requirements

Please use the following table to determine the documentation that is required on file in Poe 204 and **MUST** accompany your licensure application to NCDPI:

✓ <b>First-time Applicants</b> (Undergraduates/Licensure Only)	✓ <b>Upgrading or Adding</b> to an Existing License	✓ <b>Clearing a Provisional</b> (Lateral Entry Candidates)
<input type="checkbox"/> <b>Form 1</b> (Candidate for Professional Licensure)  <input type="checkbox"/> <b>Transcripts</b> - Official degree-posted NCSU transcript* (online versions and internet printouts are accepted)  <input type="checkbox"/> <b>Transcripts</b> - Photocopies of official transcripts from other colleges (cannot be an internet printout)  <input type="checkbox"/> <b>PRAXIS II</b> - All appropriate Praxis II or SLLA scores (PII required for Elementary Ed. Candidates)  <input type="checkbox"/> <b>Form A</b> (Application for a North Carolina License)  <input type="checkbox"/> <b>Form S</b> (Student Teaching/ Interning Performance - <i>completed and signed by cooperating teacher and the County school system representative.</i> )  <input type="checkbox"/> <b>Payment to NC DPI</b> - A personal check, certified check, money order, or credit card payment for \$55.00 made payable to: "Licensure Section, NCDPI"	<input type="checkbox"/> <b>Form 1</b> (Candidate for Professional Licensure)  <input type="checkbox"/> <b>Transcripts</b> - Official degree-posted NCSU transcript* (online versions and internet printouts are accepted) (online version is not accepted)  <input type="checkbox"/> <b>Transcripts</b> Photocopies of official transcripts from other colleges (cannot be an internet printout)  <input type="checkbox"/> <b>PRAXIS II</b> - All appropriate Praxis II or SLLA scores (PII required for Elementary Ed, Special Ed, Counselor Ed, C & I Specialist, School Psychologist, and ESL, SLLA for School Leadership Candidates)  <input type="checkbox"/> <b>Payment to NC DPI</b> - A personal check, certified check, money order, or credit card payment for \$55.00 made payable to: "Licensure Section, NCDPI"	<input type="checkbox"/> <b>Form 1</b> (Candidate for Professional Licensure)  <input type="checkbox"/> <b>Transcripts</b> - Official NCSU transcript with all relevant coursework** (online versions and internet printouts are accepted) (online version is not accepted)  <input type="checkbox"/> <b>Transcripts</b> Photocopies of official transcripts from previous colleges (cannot be an internet printout)  <input type="checkbox"/> <b>PRAXIS II</b> - All appropriate Praxis II scores (excludes Ag Ed but required for all others)  <input type="checkbox"/> <b>Photocopy of your provisional license and letter</b> <b>If your license has expired</b> , send a personal check, certified check, money order, or credit card payment for \$55.00 made payable to: "Licensure Section, NCDPI"

\* Please check the box "Hold for Posting of Degree" and list expected graduation date on transcript request form from Registration & Records.

\*\* Please check the box "Hold for Grade" and list expected course completion date on transcript request form from Registration & Records.

Because it may take 6-8 weeks for your license to be processed at the State Department of Public Instruction, you may wish to have a letter from me to prospective employers stating that you have completed the requirements for licensure. **However, we can only submit a letter to your employer after it has been confirmed that you have been cleared for graduation, have completed your Licensure Only program, or have completed your Lateral Entry program. You may email Olivia Fitzgerald at [olivia\\_fitzgerald@ncsu.edu](mailto:olivia_fitzgerald@ncsu.edu) with your request; provide the name of the hiring official, school system, and fax number.**

Please mail any of the above items to me at the following address:

Office of Professional Education  
Campus Box 7801/Room 204 Poe Hall  
Raleigh, NC 27695



## CANDIDATE FOR PROFESSIONAL LICENSURE (CPL) DATA FORM

**Name:** \_\_\_\_\_  
Last Name First Name Middle Name Maiden (if applicable)

NOTE: this is how it will appear on your license – do not list Maiden name twice

**Social Security #:** \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ **\*\* Student ID #** \_\_\_\_\_

**\*\* I am voluntarily providing my social security number with the understanding that it will be used only as a personal identifier for teacher licensure and reporting purposes as required by the North Carolina Department of Public Instruction.**

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Birth Date:** (2-digit Month/Day/Year): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ **Gender:** (Circle One) **M** – Male **F** – Female

**Race/Ethnic Origin:** (Circle Only One) **W** – White **I** – American Indian/Alaskan **B** – Black

**H** – Hispanic **A** – Asian/Pacific Islander **O** – Other

**Degree or Licensure Program in Process (or Completed):** (Please Circle Only ONE)

**Degree Bachelor Master Six-Year Doctorate**

**Non-Degree Licensure Only NC TEACH/LATERAL ENTRY MAT**

**Expected Completion Date** (Month/Year): \_\_\_\_\_ / \_\_\_\_\_

**PRAXIS II Tests Taken** \_\_\_\_\_ **Date** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Note: if applicable, . List tests taken by number or description

**Address where certificate is to be mailed:**

\_\_\_\_\_  
Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

**Phone Number:** (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

**Email address:** \_\_\_\_\_

(Use permanent email address)

**Licensure Areas For Which You are Applying:**

Area Code	Area Description	2nd Area Code	2nd Area Description
List licensure areas for which you are applying based on PRAXIS II or based on 24 credit hours of coursework in licensure area:			

Area Code	Area Description	2nd Area Code	2nd Area Description
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See License Codes on Reverse

**NC State University  
Programs and Licensure Codes**

**Primary Code      Primary Description**

**Elementary**

00025      Elementary Education (K-6)

**Middle Grades (Grades 6-9)**

78180      Language Arts

78200      Mathematics

78300      Science

78400      Social Studies

**Secondary Education (Grades 9-12)**

00100      English

00200      Mathematics

00300      Science

00400      Social Studies

**Special Programs (K-12)**

00110      English as a Second Language

00190      Reading

00511      French

00521      Spanish

88081      Mentally Handicapped

88082      Speech-Language Impaired

88085      Behaviorally/Emotionally Handicapped

88086      Specific Learning Disabilities

**Career and Technical Education**

00700      Agriculture

00730      Marketing

00760      Business Education

00820      Technology Education

**Special Services Personnel**

00005      Counselor

00006      School Social Worker

00011      Superintendent

00012      Principal

00077      Instructional Technology Specialist

00113      Curriculum Instructional Specialist

# APPLICATION FOR A NORTH CAROLINA LICENSE

**Type or print the following information.**

(See reverse side for instructions)

last name

first name

middle name

maiden

street address

city

state

zip code

social security number

date of birth (month, day, year)

telephone number (with area code)

sex

☐ male ☐ female

race

☐ African American ☐ American Indian ☐ Asia ☐ Caucasian ☐ Hispanic ☐ Other

**List the areas of licensure for which you are applying**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## STATEMENT OF APPLICANT

Have you ever had a certificate or license revoked or suspended by any state or other governing body? If yes, attach a statement giving full details and official documentation of the action taken.

☐ yes

☐ no

Have you ever been convicted of a crime (excluding minor traffic violations)? If yes, you must submit court documents that indicate judgment and disposition of the case from the court of conviction and an explanation of the incident(s).

☐ yes

☐ no

I certify that the information provided in this application is correct and true. I understand that the falsification of any statement or document will result in the revocation of my North Carolina license.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction  
Licensure Section  
6365 Mail Service Center  
Raleigh, North Carolina 27699-6365

Form A  
March 2006

[A-4]



## Form A: Instructions

1. Fill in complete name, beginning with your last (no initials please).
  2. Give complete address, including zip code.
  3. Fill in your telephone number in case the Licensure Section needs to contact you about your application.
  4. Write in your social security number. This number serves as your license number.
  5. Fill in your date of birth (month, day, year).
  6. Check the correct box for sex and race.
  7. Indicate the areas of licensure for which you are applying.
  8. Answer the questions under Statement of Applicant. Your application will not be evaluated without this information. An answer of “yes” does not automatically exclude a person from obtaining a license.
  9. Sign the application. Your signature certifies that the information provided is correct and true. Falsification of any statement or document is grounds for revocation of a license.
  10. Write in the date of your application.
-

# STUDENT TEACHING/INTERNING PERFORMANCE: EVALUATION BY NORTH CAROLINA LOCAL EDUCATION AGENCY

The superintendent (or designee) of the LEA in which the applicant completed student teaching or interning must fill out and sign this form. Send the completed form to the student's college or university to be included with his or her application for a North Carolina license. The student must have a successful student teaching experience to qualify for a North Carolina license.

student's last name	first name	middle name	maiden name
street address		city	state
		zip code	
social security number		college or university	

The student performed his or her teaching or interning assignment at

\_\_\_\_\_

name of school

\_\_\_\_\_

school unit

The assignment began \_\_\_\_\_ and ended \_\_\_\_\_

month, day, year month, day, year

The individual taught \_\_\_\_\_ in grade(s) \_\_\_\_\_

or interned in \_\_\_\_\_

name of program

We have reviewed the evaluation of this student's performance. The evaluation was systematic and continuous during the student teaching or interning assignment. Based on the evaluation and recommendations from professional staff, we certify that

☐ The student's performance has been successful.

☐ The student's performance has not been successful.

Comments (optional):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signatures:

\_\_\_\_\_  
LEA Supervisor

\_\_\_\_\_  
Superintendent or Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Student Teaching/Interning Performance: Evaluation by a North Carolina Local Agency (Form S):** This form accompanies the application for initial certification for the student teacher. Please sign in the “**LEA Supervisor**” section after you have checked the appropriate box in the section regarding performance. **The “Superintendent or Designee” section is completed in the County office. Please do not have an administrator sign in the “Superintendent or Designee” section.**

**To Be Completed During Exit Conference**

## LEA/IHE Certification of Teaching Capacity

Candidate Name: \_\_\_\_\_

School: \_\_\_\_\_

Cooperating Teacher Name: \_\_\_\_\_

Grade: \_\_\_\_\_

LEA: \_\_\_\_\_

IHE: \_\_\_\_\_

*In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.*

Standard/Element	Proficient Descriptor	Rating
<b>Professionalism</b>		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Classroom Climate/Culture</b>		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Instruction</b>		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>

Candidate initials: \_\_\_\_\_

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Evaluation/Assessment</b>		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Impact on Student Learning</b>		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: \_\_\_\_\_

## LEA/IHE Certification of Teaching Capacity

*In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.*

## SIGNATURES

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

<b>Individual</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
Candidate			
Cooperating Teacher			
Principal (or designee)			
University Supervisor			
<b>Comments (optional):</b>			

